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ABSTRACT

Standards in literacy and mathematics have risen substantially in primary schools in England in recent years. In 2002, 75% of pupils achieved the expected standard for their age in English and 73% did so in mathematics. This booklet is intended to stimulate discussion about the next steps needed to sustain those improvements and to raise standards further. Some of the material is intended for use with literacy and mathematics coordinators, and some for wider discussion with staff across the school. The booklet is in two parts. Part 1 aims to support an agenda for schools in the coming year in the context of national expectations, priorities, and support. Part 1 covers: successes in recent years; building on improvement; raising standards; support for leadership; management of "catch-up" programs; meeting the needs of more able children; and recent and forthcoming publications for primary schools. Part 2 contains five short papers on: an example calendar of key actions; key messages from the first phase of the National Literacy Strategy and the National Numeracy Strategy; supporting the development of teaching and learning in the school through use of leading teachers for mathematics and literacy; effective management of leading teachers; and making the best use of intervention programs. (PM)

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The National Literacy and Numeracy Strategies

Guidance

Curriculum, Examination and Assessment

Building on improvement

Headteachers of primary schools

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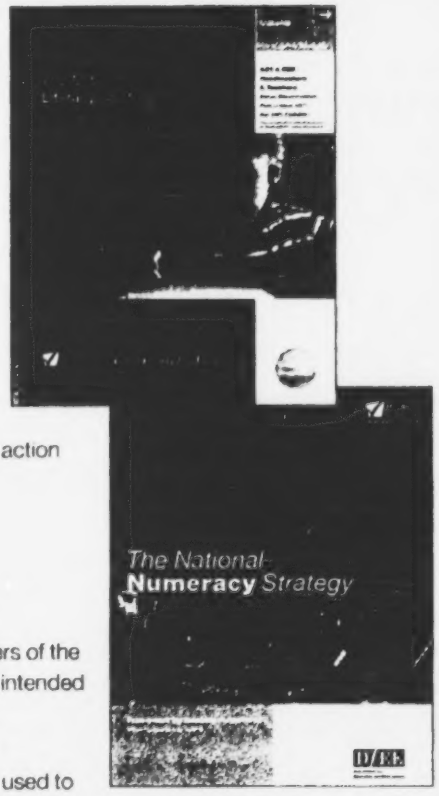
Introduction

Standards in literacy and mathematics have risen substantially in primary schools in recent years. In 2002, 75% of pupils achieved the expected standard for their age in English and 73% did so in mathematics. Although the Government's targets for 11-year olds for 2002 were not met, there have been major improvements in the teaching of English and mathematics since the introduction of the literacy and numeracy strategies. The results of 7-year olds, which have also risen significantly in recent years, are promising signs of higher standards in the future.

This booklet is intended to stimulate discussion about the next steps needed to sustain those improvements and to raise standards further. Some of the material is intended for use with literacy and mathematics coordinators, and some for wider discussion with staff across your school. The booklet is in two parts.



Part 1 aims to support you and your school set out an agenda for action over the coming year and to set this in the context of national expectations, priorities and support. Part 1 has five sections covering:

- successes in recent years;
- building on improvement;
- raising standards;
- three key areas of importance for 2002–3 requiring shared action and support:
  1. support for leadership;
  2. management of 'catch-up' programmes;
  3. meeting the needs of more able children;
- recent and forthcoming publications for primary schools.

The lists given on page 5 of ways in which different members of the school community might contribute to raising standards is intended to support discussion of possible next steps for a school.

Part 2 contains a set of short papers that can be copied and used to stimulate and support discussion with your staff. An introduction to the second part is given on page 11.

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Part 1

Successes in recent years

Standards in literacy and mathematics have risen substantially in primary schools in recent years. The Government and parents recognise the huge achievements by headteachers, teachers, teaching assistants and governors. Teachers and schools have implemented and made good use of the guidance provided by the National Literacy and Numeracy Strategies to improve the quality of teaching of literacy and mathematics.

'The need to tackle the poor performance in the three Rs by primary school pupils has been acknowledged and met enthusiastically and imaginatively by teachers who have implemented the National Literacy and Numeracy Strategies with determination and much hard work.'

'The proportion of unsatisfactory or poor teaching observed in inspections is the lowest it has ever been.'

'The gap between high and low performing schools has closed further.'

(Her Majesty's Chief Inspector of Schools, Annual Report 2002)

'The National Literacy and Numeracy Strategies are having an impressive degree of success, especially given the magnitude of the intended change.'

'The Strategies have influenced virtually all schools in England.'

'Both teachers and headteachers believe that the Strategies are influencing pupil learning.'

('Watching and Learning 2' – Annual Report of the Ontario Institute for Studies in Education, University of Toronto, commissioned to evaluate the National Literacy and Numeracy Strategies, 2001)

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Building on improvement

The challenge for schools and those who support them is to build on improvement to date and achieve yet higher standards as children benefit from the improved teaching in primary classrooms secured over several years. Parents rightly 'want it all' for their children. The Government has committed itself in its spending plans over the next few years to support primary schools in ensuring that:

- the number of children achieving national expectations for their age group continues to increase, building on the achievements made to date;
- teachers provide support for all children, at all levels of attainment, to maximise their rate of progress;
- more able children are given sufficient challenge and support to make the progress of which they are capable;
- schools provide a broad and rich curriculum for all children.

The main focuses of the Literacy and Numeracy Strategies have been lesson structures, teachers' subject knowledge, pedagogy and the teaching frameworks. Further improvements in standards will be marked by a stronger focus on children's learning as well as how teachers teach.

Raising standards

Key features of the next few years will be:

- guaranteeing time for all children to learn literacy and mathematics through the daily literacy hour and the three-part daily mathematics lesson;
- continuing to improve learning as well as teaching;
- providing additional time on literacy and mathematics for those who need help to catch up or keep up with their peers;
- capitalising on and making best use of time for learning across the curriculum, applying the skills and understanding developed in literacy and mathematics;
- securing time for literacy and mathematics coordinators to lead further improvement;
- developing the use of ICT to improve the teaching of literacy and mathematics;
- emphasising opportunities for creativity, with high attainment in literacy and mathematics at the heart of a broad and rich curriculum;
- giving examples rather than prescription.

You know the extent to which standards of teaching and attainment have improved in your school and where there are issues that still need to be addressed. It is now time to take stock and consider what is needed to sustain and build on the improvements made to date.

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Three key areas of importance for 2002–3

Key areas of importance over the coming year which require shared action and commitment are:

- support for those responsible for providing the effective leadership needed to raise standards in literacy and mathematics;
- effective management of the range of literacy and mathematics 'catch-up' programmes;
- setting targets and achieving higher standards amongst all children with a particular focus on more able children.

Shared action and support

1. Support for leadership

Headteachers and subject coordinators have played a critical role in improving the quality of teaching and raising standards of children's attainment in mathematics and literacy. The work of subject leaders and the support you as headteachers give to teachers and other staff in schools are key factors in ensuring that the National Literacy and Numeracy Strategies become further embedded in effective classroom practice and in successful school management.

Funding has been provided in the financial year 2002–2003 for all primary mathematics and literacy coordinators to participate in LEA-run coordinator conferences. The aim of these events is to build on the conferences held for headteachers in the Autumn terms of 2000 and 2001 that addressed the next stages of the National Literacy Strategy and the National Numeracy Strategy respectively. The coordinator conferences are intended to support a sustained focus on leadership of the Strategies in schools. They are designed to help coordinators do their job effectively, whether they are highly experienced or very new to the role. They promote self-evaluation as the basis of planning for improvement in collaboration with the headteacher and other senior staff.

Evaluation of the two strategies has emphasised two points:
(i) the important contributions different members of staff make to improving standards in schools;
(ii) the need for these contributions to be well directed through good leadership and management.

Below are a number of the key elements identified in the most successful schools, many of which may already be established in your school.

Headteachers

In the most successful schools, headteachers and deputy headteachers have:

- had direct personal involvement in the implementation of the Literacy and Numeracy Strategies;
- worked in partnership with local schools to share good practice – more can be found on this on pages 14 and 15;
- given strong support for the literacy and mathematics coordinators including, where possible, providing non-contact time;
- worked with coordinators to establish curriculum targets;
- monitored directly (with colleagues in senior management teams in larger schools) the teaching of literacy and mathematics to gain an overview of strengths and weaknesses, to identify and address the continuing professional development needs of colleagues and to review the school's success in achieving curriculum targets set.

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Contributions from the school community to building on improvement

The whole school community has an important role in improving and maintaining standards. The selection suggested below is based on:

- setting higher yet realistic expectations of children's attainment through a close examination of, and determination to remove, barriers to achievement;
- improving the assessment of individual children's progress;
- ensuring effective progression across the school in writing, the application of reading, mental and written calculation strategies and problem solving;
- engaging parents in helping their children make maximum progress.

Literacy *and* Mathematics Coordinators *can contribute to these priorities by:*

- supporting teachers in setting and focusing on a realistic number of curriculum targets;
- leading school-based training on how to judge and support progress through the effective use of plenaries in the literacy hour and daily mathematics lesson;
- working with colleagues on a shared understanding of progression in writing, in the application of reading skills, in mental and written calculation strategies and in problem solving;
- making clearer to parents school policies on writing and calculation.

SENCOs *can contribute to these priorities by:*

- supporting teachers build clear curriculum targets into any additional support provided to individuals and groups;
- ensuring targets in individual and group plans link closely to the objectives in the literacy and mathematics *Frameworks for teaching;*
- tracking the progress of children with SEN in reading, writing, mental and written calculation and problem solving;
- showing parents key aspects of what their children are being taught and associated resources that support children in their learning, such as writing on a computer screen and the use of empty number lines.

Teachers *can contribute to these priorities by:*

- talking with children about both the teacher's and child's assessment of how well curriculum targets are being met;
- including in their planning key questions that will be included in lessons;
- explaining to children the objectives for individual lessons and the expectations of their progress over each half-term;
- ensuring that homework provided is self-explanatory to parents.

Teaching assistants *can contribute to these priorities by:*

- attending training on supporting children with particular potential barriers to achievement and providing this support in school, including running 'catch-up' programmes;
- providing feedback to teachers on specific misunderstandings or strengths children demonstrate;
- joining discussions with teachers about expectations of children in different age groups;
- targeting for additional support children who have difficulties completing homework.

Governors *can contribute to these priorities by:*

- working with the headteacher to set challenging performance targets;
- sampling the progress of a few particular pupils and comparing it with the progress expected nationally;
- monitoring and reviewing the impact of policies to ensure progression in writing, the application of reading skills, mental and written calculation strategies and problem solving;
- supporting staff by taking opportunities to talk with parents about the importance of homework and how they can help their own children.

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2. Management of 'catch-up' programmes

Some children need extra support beyond the literacy hour and daily mathematics lesson. The National Literacy and Numeracy Strategies have produced a range of intervention programmes for schools to support children so that they can make accelerated progress and wherever possible catch up with their peers. A summary of these programmes is provided at www.standards.dfes.gov.uk/numeracy/publications, under 'The National Numeracy Strategy Headteachers' conference participants' pack, reference number DfES 0703/2002.

These programmes have a number of common features:

- they operate in the context of, and are additional to, high quality teaching during the literacy hour and daily mathematics lesson;
- they are based on assessment of progress against key objectives for literacy and mathematics;
- they are designed for children who need support to accelerate up to age-related expectations of the *Framework for teaching* literacy and mathematics;
- they follow a structured programme.

Many schools are already making impressive use of intervention programmes. The longer-term goal is to support schools in providing systematic intervention for children whenever they fall behind their peers.

Targeting support

The Government is committed to a national target of at least 85% of children reaching age-related expectations, defined as level 4 at 11 and level 5 at 14. This will mean more than 85% of children in some schools and less than 85% in others. A crucial aim of the Literacy and Numeracy Strategies is to support schools in helping children who fall behind their peers to catch up. An essential factor in this is identification of children likely to benefit from 'catch-up' programmes. Schools are finding it helpful to include for consideration children identified through:

- end of year tests;
- judgements and screening by teachers and teaching assistants;
- children's progress against targets they have been set;
- concerns expressed by children or parents.

Partnership

In most schools, there is little time for teaching assistants and teachers to plan together before a lesson and reflect afterwards. Techniques used in some schools include:

- providing teaching assistants with a copy of teachers' lesson plans;
- getting brief, straightforward comments by teaching assistants, oral or written, informed by two or three clear prompts.

Timetabling

QCA's *Designing and timetabling the primary curriculum: a practical guide for key stages 1 and 2* (published July 2002) includes the example shown on the next page of how a school timetables intervention programmes for a particular half term with a Year 4 class.

'Catch-up' programmes are most successful when there is a designated time and place for the programmes to take place.

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Evaluating impact

Schools will want to:

- identify what targeted children already know and what they need to learn;
- monitor progress from start to finish of 'catch-up' programmes;
- monitor how well the targeted children are keeping up with their peers following the additional support;
- monitor children's progress to consider whether they require additional or different provision through the SEN Framework.

Example timetable – Year 4, second half of spring term

	M	T	W	Th	F
8:55	REGISTRATION				
9:00	Literacy hour (60 mins)	Daily Mathematics lesson (60 mins)	Assembly (20 mins)	Daily Mathematics lesson (60 mins)	Assembly (20 mins)
			Daily Mathematics lesson (60 mins)		Science (60 mins)
	Assembly (20 mins)	Assembly (20 mins)		Assembly (20 mins)	
10:20	BREAK				
10:40	PE (40 mins)	Science (40 mins)	Music (25 mins)	Music (40 mins)	PE (40 mins)
			Sustained reading/'catch-up' groups (15 mins)		
	Daily Mathematics lesson (60 mins)	Sustained reading/'catch-up' groups (30 mins)	Literacy hour (60 mins)	Literacy hour (60 mins)	Daily Mathematics lesson (60 mins)
		ICT (30 mins)			
12:20					
1:15	LUNCH AND REGISTRATION				
	Sustained reading/'catch-up' groups (30 mins)	Literacy - sustained writing (75 mins)	Art and Design (75 mins)	D&T (75 mins)	Sustained reading/'catch-up' groups (15 mins)
	ICT (45 mins)				Literacy hour (60 mins)
14:30	BREAK				
14:45	Geography (45 mins)	PE (45 mins)	Geography (45 mins)	Sustained reading/'catch-up' groups (15 mins)	RE (45 mins)
				PSHE (30 mins)	
15:30					

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3. Meeting the needs of the more able

Although many schools have been used to setting targets for all their children, doing so for the number of children that will achieve level 5 by the end of Key Stage 2 has only recently become a requirement. The national target of 35% to achieve level 5 means that children achieving an average of at least level 2A in Year 2 or at least level 3A in Year 4 (using QCA's optional tests) should progress to achieve level 5 by the end of Year 6.

More able children can usually progress more rapidly than their peers. If they are to achieve what they are capable of, they need work that involves a blend of faster pace, more breadth and greater depth of study. Teachers need to set appropriate expectations for more able children. Below are particular examples of what these children might achieve by the end of Years 2, 4 and 6. Setting out such expectations is an essential step in judging whether more able children are being sufficiently challenged. (More examples will be made available to schools during the coming year.)

Year 2

Mathematics

Understand division as sharing or grouping; carry out mentally simple divisions (such as 400 ÷ 10, 24 ÷ 2); find remainders after simple division (such as 24 ÷ 5); and interpret remainders in the context of word problems.

Reading

Be able to make inferences about the thoughts and feelings of characters in a story with specific reference to the text to explain and justify your opinion.

Writing

In organising and explaining information, use the knowledge of texts you have read to incorporate appropriate language, to set out ideas logically and to use lay-out to add clarity and interest for the reader.

Year 4

Mathematics

Use the relationship between multiplication and division to recognise that knowing, for example, that: 14 × 17 = 238, means you also know 17 × 14 = 238, 238 ÷ 17 = 14, 238 ÷ 14 = 17; develop and refine written methods of division (such as 238 ÷ 7); and use and apply division strategies to solve simple problems.

Reading

Comment critically on issues raised in a story and how the author has handled them. Be confident to explore alternative courses of action and outcomes.

Writing

Set out your opinion about an issue consistently and coherently, justifying your viewpoint and demonstrating an awareness of the reader. Vary sentences to gain maximum impact and draw your writing towards a defined conclusion.

Year 6

Mathematics

Extend written methods of division to numbers involving decimals (such as 47·6 ÷ 7); use a calculator and interpret the quotient displayed; know when to round up or down after a division; convert fractions to decimals using division; solve puzzles and problems that involve division; and apply knowledge of division to explain patterns and relationships.

Reading

Analyse how a writer conveys moods, feelings and attitudes. Identify the characteristics of a writer's style across more than one text with reference to recurring themes and the use of language.

Writing

Use a relevant introduction, present ideas or information clearly and finish with a well-drawn conclusion. Use an appropriate style and manipulate clauses and sentences to achieve particular effects. Demonstrate an awareness of the reader through layout, choice of vocabulary and punctuation.

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Other recent and forthcoming publications for primary schools

The Government and the national education organisations are working together to ensure that guidance for schools over the coming year will focus on examples of how schools are moving forward, rather than on additional requirements. The list below shows some important publications that will be available to schools.

Title	Published by	Date
Designing and timetabling the primary curriculum: a practical guide for key stages 1 and 2	QCA/NLNS	July 2002
The Secretary of State's response to the STRB report on reducing teachers' workload	DfES	Autumn 2002
Consultation on the role of support staff, including teaching assistants	DfES	Autumn 2002
The curriculum in successful primary schools (Working title)	Ofsted	October 2002
Guidance for primary schools on 'fit for purpose planning' (Working title)	Ofsted/QCA/DfES	October 2002
Models for wider opportunities in music (Working title)	DfES	November 2002
National Strategy on Modern Foreign Languages (Working title)	DfES	November 2002

In addition to these, the Government will set out in the Autumn details of its commitment to free teachers to teach by remodelling the school workforce. Transferring supervisory and administrative tasks away from teachers and increasing the level of support they receive in and outside the classroom will give them more time to focus on teaching and raising standards. The pamphlet *Investment for Reform*, published following the announcement of the Spending Review, pledges over £1 billion for further reform of the school workforce, dependent on a commitment from national partners to restructure the teaching profession.

Practical Guidance

The Literacy and Numeracy Strategies will also be providing guidance and materials for schools including:

- examples of planning – literacy planning exemplification and mathematics unit plans;
- suggested ICT approaches and resources;
- training for Year 5 teachers.

Your local literacy and numeracy teams can provide you with more detail about any or all of these.

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Part 2

Suggestions for using Part 2

This part of the booklet contains five short papers on:

- an Example Calendar of key actions – Audit and review of literacy/mathematics, based on one of the outcomes of the current literacy/mathematics coordinator conferences;
- key messages from the first phase of the National Literacy Strategy and the National Numeracy Strategy;
- supporting the development of teaching and learning in the school through the use of leading teachers for mathematics and literacy;
- effective management of leading teachers;
- making best use of intervention programmes.

Possibilities for using these short papers include:

- using the Example Calendar of key actions with the school's literacy and mathematics coordinators to develop their own calendar, building on the LEA conferences for literacy and mathematics coordinators in the summer and autumn terms of 2002 (page 12);
- reviewing with your staff what your school has learnt from its implementation of the first phase of the National Literacy and Numeracy Strategies, using the 'key messages' prompts (page 13);
- using the ideas on leading teachers (pages 14 and 15) in plans for colleagues' professional development over the coming year;
- discussing with either your staff or senior members of staff how to make better use of the available intervention programmes (page 16);
- using them as an agenda for discussions with colleague headteachers and with those who support your school from your LEA.

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Example Calendar of key actions – Audit and review of literacy/mathematics

Dates	Key actions
Autumn term: September – October	• Identify key priorities for literacy/mathematics development in revised audit and action plan. • Share revised school action plan at staff meeting. Clarify roles and responsibilities of those involved. • Use school data and the autumn package to inform discussion of standards and setting of numerical targets. • Agree procedures for monitoring children's progress across the term/year. • Collate curricular targets in key literacy/mathematics areas for each year group and check that these are reflected in medium and short term plans. • Check that medium term plans are in place in all year groups. Support planning as needed. Offer teachers new examples of literacy planning exemplification and mathematics unit plans. • Ensure resources and capacity to deliver intervention programmes are in place. Consider the CPD needs of staff and agree programme. Organise training for teachers and teaching assistants as needed.
Autumn term: November – December	• Ensure that children's progress is tracked on a termly basis against key objectives and other sources of reference. • Discuss with teachers a review of year group curricular targets. • Encourage teachers to consider termly modification of medium term plans. • Ensure screening processes for additional support programmes are in place.
Spring term: January – Mid February	• Mid year review of action plan priorities. Adjust plan in the light of feedback from monitoring of teaching and learning and evaluation of CPD programme. • Check that medium term plans are in place in all year groups. Support planning as needed.
Spring term: Mid February – April	• Audit of resources to inform the whole school budget setting process. • Ensure that children's progress is tracked on a termly basis against key objectives and other sources of reference. • Discuss with teachers a review of year group curricular targets. • Encourage teachers to consider termly modification of medium term plans. • With relevant teachers and teacher assistants review progress of children receiving additional support.
Summer term: April – May	• Check that medium term plans are in place in all year groups. Support planning as needed. • Review procedures for selection of children receiving additional support – discuss with e.g. SENCO/EMA staff.
Summer term: June – July	• Whole school 'mini' audit of literacy/mathematics. • Identify key priorities – update action plans in the light of findings. • Agree programme for coordinator support for coming academic year. Ensure regular headteacher/coordinator meetings to review priorities. • Analyse outcomes of KS1 and KS2 and optional tests. Teachers make assessments against key objectives and pass on to next year group. • Ensure all relevant assessment and test data has been passed on to class teachers and other relevant staff e.g. SENCO/EMA staff. • Consider whole school/year group curricular targets as a result of audit and analysis. • Ensure that teachers carry out end of year evaluation of medium term plans – to inform audit and action plan. • Ensure that annotated medium term plans are passed to teacher in next year group to consider what has been taught and what needs to be focused on next. • Assess impact of intervention programmes – check school improvement plan includes capacity to deliver intervention programmes during next academic year. • Review impact of this year's support and CPD programme.

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Key messages from the first phase of the National Literacy Strategy and the National Numeracy Strategy

- Structured lessons help teachers maintain the focus on learning throughout the lesson and have led to an increase in the amount of time teachers spend teaching the class.
- Keeping the whole class working together for much of the lesson is effective in maintaining pace and the focus for learning.
- Modelling, demonstration and use of imagery are effective teaching strategies for both literacy and mathematics.
- Responding to children and sustaining their learning by effective questioning and dialogue in whole class and small group settings, requires a considerable depth of both subject knowledge and pedagogic skill.
- Teaching assistants are providing valuable support to teachers in literacy and mathematics lessons, and through additional teaching in Springboard or literacy support groups.
- Teachers are applying what has proved effective in their mathematics and literacy lessons to their teaching of other subjects, e.g. sharing the objectives at the start of the lesson, lesson structure, reviewing learning in a plenary session.
- Knowledge and skills taught in the literacy hour and daily mathematics lesson are being used to support learning in other curriculum areas.
- Being part of a community of learners is important in sustaining new ideas and practices learnt through professional development.
- Peer example and opportunities to observe good practice are powerful elements of professional development.
- Teaching literacy through children's fiction and non-fiction texts, and mathematics through problem solving, rather than through worksheet exercises, provides a purposeful context for teaching and enhances motivation.
- Some literacy skills and knowledge can be taught discretely but must be applied back into reading and writing in order to be secured by children.
- Teachers can make good use of content and texts from other curricular areas for non-fiction reading and writing in the literacy hour.
- Ensuring that the recall of number facts and mental strategies of calculation are well established before, and maintained during, working on written methods of calculation, is vital in securing children's progress.
- Although teachers are better than they were at teaching children how to answer word problems they still find the teaching of problem solving challenging.

Supporting the development of teaching and learning in the school through the use of leading teachers for mathematics and literacy

Within every local area there are a number of teachers, subject coordinators and headteachers who have been identified by LEA literacy and numeracy teams as 'expert practitioners' and who are able to offer targeted support to schools and individual teachers.

Visits to observe the classroom practice of leading mathematics or literacy teachers

- These have been of benefit to many schools and teachers. Such visits have included observation of specific aspects of teaching, work with teaching assistants, joint planning, reciprocal observations, partnership teaching and teaching of specific groups of children.
- LEA representatives can help you access local knowledge, through directories of where leading teachers are based and any specific areas of expertise they have to offer. Many areas have agreed local procedures for making contacts and arranging visits.

Who might visit a leading teacher?

- Consider visits by teachers who are:
  - leading on specific, subject-related developments across the school;
  - new to the school e.g. NQTs, returners to teaching;
  - regular supply teachers;
  - teachers wishing to extend their knowledge/pedagogy in particular aspects of teaching or subject areas.
- Recent evaluation has shown the importance of the headteacher/coordinator agreeing a focus for the teacher observing a lesson. It is helpful to establish whether the focus is in line with action plan priorities and will benefit all staff through feedback or is related to the specific individual needs of the teacher.
- Sufficient release and travel time need to be allocated for the visiting teacher to allow for pre- and post-discussion as well as the lesson observation itself.

How to support a visiting teacher

- Visiting teachers will find it helpful if they can have any documentation relevant to their agreed focus.
- Decide who will:
  - coordinate the visit;
  - support the observing teacher;
  - agree time to follow through the observation;
  - discuss outcomes;
  - agree on what will be put into practice;
  - monitor any follow-up.

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Managing a leading teacher in your own school

The presence of a leading teacher on the staff of a school can be an enormous asset in terms of enabling the school to disseminate and further develop good practice from within its own capacity. These teachers are also invaluable contributors to the building of local capacity and the sharing of good practice with similar schools and throughout the locality.

Suggestions for managing leading teachers include:

- checking that there is effective communication between the school, the leading teacher and the LEA representative responsible for managing the initiative;
- ensuring that teaching assistants supporting leading teachers in lessons (or, for example, delivering intervention sessions) are briefed on the initiative and receptive to the observation/support to be offered;
- ensuring senior management/coordinator support for your leading literacy/mathematics teacher/coordinator.

Feedback from leading teachers indicates that it is helpful to establish procedures which ensure that:

- there is appropriate time for the leading teacher to prepare and carry through effective pre- and post-discussion as well as teaching of the lesson itself, or the provision of support to another school in terms of training or subject management;
- the provision of demonstration lessons or other forms of support is carefully planned so as to be manageable over the term/year;
- the leading teacher has been fully briefed about the focus for the lesson demonstration or support to be given;
- there are appropriate protocols in place for visiting teachers to make contact and arrange visits and meetings.

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Making best use of intervention programmes

The National Literacy and Numeracy Strategies aim to raise standards for all children. Intervention programmes provide extra support beyond the literacy hour and daily mathematics lesson.

The NLS and NNS intervention programmes support children so that they can make progress and catch up with their peers. For literacy these are Early Literacy Support in Year 1, Additional Literacy Support in Year 3 and Further Literacy Support in Year 5 and for mathematics there is a *Springboard* programme in each of Years 3, 4, 5 and 6. It is not expected that all schools will use all the programmes but that they will be targeted where they are most needed and where they will have the greatest impact on helping children to catch up.

Intervention programmes are carefully structured and designed for children who, with additional support, can work at age-related expectations within the *Frameworks for teaching*. They are not specifically designed for those children who are working well below age-related expectations and who may need specific SEN support.

Intervention programmes are most successful when schools:

- use their assessment information to identify the targeted group;
- map out provision for targeted children so there is a coherent picture of all the intervention programmes alongside other support;
- work with those children who, with additional support, can catch up with their peers;
- make sure that the children attend the whole programme and complete homework.

Intervention programmes are most successful when:

- the teacher and teaching assistant have allocated time to plan and share information;
- the teaching assistant or other adult involved is familiar with the children and the aspects of literacy and mathematics to be taught;
- there is a designated time and space for the programmes to take place;
- timetabling ensures the targeted group do not miss out on a broad curriculum.

Successful schools monitor the impact of intervention programmes by:

- identifying what the targeted children know and what they need to learn;
- monitoring progress from start to finish of programmes;
- monitoring how well the targeted children are keeping up with their peers following the additional targeted support;
- monitor children's progress to consider whether they require additional or different provision through the SEN Framework.

Where intervention programmes are managed, targeted at the children for whom they are designed and where progress is monitored, they have proved to have a key role in raising standards.

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